



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Office of the Chief Academic Officer

Standards

Kindergarten Readiness

(for three and four-year-olds)

Approaches to Learning:

Standard 1.1: Children demonstrate a curiosity and willingness to learn.

Performance Indicators:

- 1.1.1: Children will explore the variety of rich objects and materials provided to discover how things work, what things do, and why things happen.
- 1.1.2: Children will use adults as resources to answer questions, clarify information, and demonstrate tasks.

Standard 1.2 Children engage in and complete tasks.

Performance Indicators:

- 1.2.1: Children will follow through on a plan made by self or others.
- 1.2.2: Children will participate in group activities for increasing periods of time.
- 1.2.3: Children will persist in and complete increasingly challenging tasks, seeking help when needed.

Standard 1.3: Children demonstrate problem-solving skills.

Performance Indicators:

- 1.3.1: Children will recognize and solve problems by trying one or more strategies.
- 1.3.2: Children will apply knowledge and past experiences to new situations or tasks.

Standard 1.4: Children engage in purposeful play.

Performance Indicators:

- 1.4.1: Children will take on pretend roles and situations for a sustained period of time.
- 1.4.2: Children will use objects to represent real items in pretend play.
- 1.4.3: Children will make and interpret representations.

Standard 1.5: Children demonstrate self-direction and independence.

Performance Indicators:

- 1.5.1: Children will select from a variety of choices and come up with own ideas of how to use the material constructively.
- 1.5.2: Children will work to complete tasks with increasing independence.

Standard 1.6: Children will follow directions and demonstrate independence.

Performance Indicators:

- 1.6.1: Children will respond positively to directions from the teacher.
- 1.6.2: Children will value the contributions of others to accomplish a task, and talk about the qualities we value in a person's character such as honesty, courage, courtesy, willingness to work hard, kindness, fairness, trustworthiness, self-discipline, loyalty and personal responsibility.

Social and Emotional Development:

Standard 2.1: Children demonstrate a strong, positive self-concept.

Performance Indicators:

- 2.1.1: Children will identify and value characteristics of self, family and community.
- 2.1.2: Children will recognize abilities and accomplishments of self and others; talk about how people can be helpful/hurtful to one another.
- 2.1.3: Children will stand up for rights of self and others; communicate personal experiences or interests; practice independence and self-help skills.

Standard 2.2: Children develop increasing capacity for self-control.

Performance Indicators:

- 2.2.1: Children will recognize, describe and express emotions such as happiness, surprise, anger, fear, and sadness, needs, and opinions appropriately.
- 2.2.2: Children will demonstrate ability to cope with frustration and disappointment; talk about ways to solve or prevent problems and discuss situations that illustrate that actions have consequences.
- 2.2.3: Children will understand and follow classroom routines and rules, and know what to do during transitions.
- 2.2.4: Children will respect and care for classroom environment and materials.

Standard 2.3: Children will engage in positive interactions with others.

Performance Indicators:

- 2.3.1: Children will recognize the feelings and rights of others and respond appropriately.
- 2.3.2: Children will play cooperatively with other children.
- 2.3.3: Children will use negotiation to resolve conflicts.
- 2.3.4: Children will observe and use appropriate ways of interacting in a group: Take turns in talking, listening to peers, waiting until someone is finished; asking questions and waiting for an answer; gaining the floor in appropriate ways.
- 2.3.5: Children will participate in group activities.

Standard 2.4: Children demonstrate resiliency skills.

Performance Indicators:

- 2.4.1 Children will display a sense of humor at appropriate times.
- 2.4.2 Children will adjust to new situations.
- 2.4.3 Children will demonstrate appropriate trust in adults; discuss roles and responsibilities of family or community members who promote the welfare and safety of children and adults.
- 2.4.4 Children will be persistent and display problem solving skills.
- 2.4.5 Children will have a strong belief in self and can talk about self in the future.

Language and Literacy-Listening and Speaking:

Standard 3.1.1: Children comprehend oral directions and explanations.

Performance Indicators:

- 3.1.1.1 Children will follow directions of two or more steps.
- 3.1.1.2 Children will demonstrate understanding of explanations.

Standard 3.1.2: Children hear and discriminate the various sounds of language to develop auditory discrimination and phonemic awareness.

Performance Indicators:

- 3.1.2.1 Children will hear syllables in words.
- 3.1.2.2 Children will identify words that rhyme in songs, nursery rhymes, poems and stories.
- 3.1.2.3 Children will produce (make-up) rhymes.
- 3.1.2.4 Children will discriminate sounds as being the same or different.

Standard 3.1.3: Children ask questions for a variety of purposes and answer questions of peers and adults.

Performance Indicators:

- 3.1.3.1 Children will ask questions to get information, ask for help, and clarify something that is not understood.
- 3.1.3.2 Children will answer questions with increasing detail.

Standard 3.1.4: Children acquire and use increasingly rich vocabulary and language for a variety of purposes (receptive and expressive vocabulary).

Performance Indicators:

- 3.1.4.1 Children will use words to describe concrete objects, actions, and feelings.
- 3.1.4.2 Children will integrate new vocabulary into conversations with peers and adults.
- 3.1.4.3 Children will use complete and increasingly complex sentences.
- 3.1.4.4 Children will describe concepts and past and future events.
- 3.1.4.5 Children will add descriptive words to basic subject, verb, and object sentences.
- 3.1.4.6 Children will ask questions to acquire new vocabulary.

Standard 3.1.5: Children participate in conversations.

Performance Indicators:

- 3.1.5.1 Children will engage in back-and-forth discussions about a topic with peers and adults.
- 3.1.5.2 Children will initiate and/or extend conversations with peers and adults, using multiple exchanges.

Language and Literacy-Reading:

Standard 3.II.1: Children understand and value books and other print materials.

Performance Indicator:

- 3.II.1.1 Children will listen to a wide variety of age appropriate literature read aloud.
- 3.II.1.2 Children will initiate reading behaviors.
- 3.II.1.3 Children will answer questions about stories and other print materials.
- 3.II.1.4 Children will use books and other print materials to find information.

Standard 3.II.2 Children demonstrate knowledge of and appreciation for books.

Performance Indicator:

- 3.II.2.1 Children will treat books with care.
- 3.II.2.2 Children will hold books right side up and know that books are read from front to back, top to bottom.
- 3.II.2.3 Children will understand the concept of title, author, and illustrator.

Standard 3.II.3: Children demonstrate understanding of print concepts.

Performance Indicator:

- 3.II.3.1 Children will know that spoken words can be written and read, and written words can be spoken aloud.
- 3.II.3.2 Children will know that print is read from left to right in English and many other languages.

Standard 3.II.4: Children develop familiarity with the forms of alphabet letters, awareness of print, and letter forms.

Performance Indicator:

- 3.II.4.1 Children will identify 10 or more letters.
- 3.II.4.2 Children will name letters in own name and in familiar words.
- 3.II.4.3 Children will find specific letters in words in the environment.

Standard 3.II.5: Children use emerging reading skills to make meaning from print.

Performance Indicator:

- 3.II.5.1 Children will use pictures as clues to the text.
- 3.II.5.2 Children will use different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print.

Standard 3.II.6: Children comprehend stories and texts.

- 3.II.6.1 Children will engage actively in read-aloud activities by asking questions, offering ideas, predicting or retelling important parts of a story or informational book.
- 3.II.6.2 Children will retell story events in sequence.
- 3.II.6.3 Children will relate themes and information in books to personal experiences.

Language and Literacy-Writing:

Standard 3.III.1: Children understand the purposes of writing.

Performance Indicator:

- 3.III.1.1 Children will dictate ideas and stories.
- 3.III.1.2 Children will write to convey meaning.

Standard 3.III.2: Children use emergent writing skills to make letters and words in many settings and for many purposes.

Performance Indicator:

- 3.III.2.1 Children will print their own name.
- 3.III.2.2 Children will make clear attempts to convey a message in writing.
- 3.III.2.3 Children will begin to make letter-sound connections.
- 3.III.2.4 Children will use letter(s) to represent an entire word; use letter strings to represent phrases and sentences.

Number Concepts:

Standard 4.1: Children demonstrate a beginning understanding of numbers and operations and how they relate to one another.

Performance Indicator:

- 4.1.1 Children will use one-to-one correspondence.
- 4.1.2 Children will count with understanding to at least 10.
- 4.1.3 Children will use numbers to tell how many (number quantity).
- 4.1.4 Children will use numbers and counting as a means to solve problems, predict, and measure quantities.
- 4.1.5 Children will recognize and name numerals up to 10.
- 4.1.6 Children will quickly recognize quantity of small groups of objects up to four.
- 4.1.7 Children will construct sets of a given number using concrete objects (fingers, counters).
- 4.1.8 Children will use concrete objects to solve simple addition and subtraction problems using comparative language (more than, fewer than, same number of).
- 4.1.9 Children will use ordinal numbers and positional words in everyday activities.

Patterns, Functions, and Algebra

Standard 4.2: Children demonstrate a beginning understanding of patterns and use mathematical representations to describe patterns.

Performance Indicator:

- 4.2.1 Children will sort and classify objects by more than one attribute (color, shape, size, number, etc.).
- 4.2.2 Children will recognize, describe, and copy simple patterns.

Measurement

Standard 4.3: Children use a variety of non-standard and standard tools to measure and use appropriate language terms to describe size, length, weight and volume.

Performance Indicator:

- 4.3.1 Children will use non-standard and standard units to measure length, weight, and amount of content in familiar objects and to obtain information.
- 4.3.2 Children will identify appropriate tools of measurement.
- 4.3.3 Children will show awareness of time concepts and sequence.

Geometry and Spatial Sense

Standard 4.4: Children begin to demonstrate an understanding of shape, size, position, direction, and movement, and they describe and classify real objects by shape.

Performance Indicator:

- 4.4.1 Children will recognize, name, and describe simple two- and three-dimensional shapes.
- 4.4.2 Children will match, sort and classify shapes.
- 4.4.3 Children will put together and take apart shapes to make new shapes.
- 4.4.4 Children will create shapes using concrete materials, (straws).
- 4.4.5 Children will describe, name, and interpret distance and position in space; understand and use positional words.

Data Analysis and Probability

Standard 4.5: Children question, collect, organize, represent, interpret, and analyze data to answer questions.

Performance Indicator:

- 4.5.1 Children will graph real objects or pictures of real objects (no more than three) as a way to organize information.
- 4.5.2 Children will describe and analyze information from graphs.

Scientific Inquiry:

Standard 5.1: Children develop inquiry and process skills.

Performance Indicator:

- 5.1.1 Children will ask questions, make predictions, and test their predictions.
- 5.1.2 Children will observe and describe cause and effect.
- 5.1.3 Children will identify and use tools appropriately to explore and investigate.
- 5.1.4 Children will collect, organize, and record information.
- 5.1.5 Children will discuss and draw conclusions and form generalizations.
- 5.1.6 Children will communicate observations and findings through a variety of methods.

Physical Science

Standard 5.2: Children develop an understanding of the physical properties and uses of materials and objects.

Performance Indicator:

- 5.2.1 Children will observe and describe the physical properties and uses of materials and objects.
- 5.2.2 Children will observe, describe, compare, and categorize objects on the basis of qualities such as weight, shape, size, color and temperature.
- 5.2.3 Children will investigate, observe and describe or demonstrate various ways that objects can move and change.

Life Science

Standard 5.3: Children will develop an understanding of living things (plants and animals) and what they need to survive.

Performance Indicator:

- 5.3.1 Children will observe and describe changes in plants, animals and insects as they go through predictable life cycles, and habitats.
- 5.3.2 Children will observe, describe, compare and categorize plants and animals.
- 5.3.3 Children will observe and identify the characteristics and needs of living things: humans, animals and plants.

Earth Science

Standard 5.4: Children develop an understanding of Earth and the natural environment.

Performance Indicator:

- 5.4.1 Children will observe and describe the natural world around them.
- 5.4.2 Children will observe and describe how their actions can cause changes in the environment.

Social Studies:

Standard 6.1: Children demonstrate a sense of self within the context of family.

Performance Indicator:

- 6.1.1 Children will demonstrate knowledge of personal information (e.g., name, birth date, gender, phone number).
- 6.1.2 Children will identify family members and recognize that families vary.
- 6.1.3 Children will recognize the roles within the home.

Standard 6.2: Children demonstrate an understanding of self within the context of community.

Performance Indicator:

- 6.2.1 Children will begin to demonstrate respect for others, cooperation, and fairness.
- 6.2.2 Children will describe or represent their home and other homes in their neighborhood.
- 6.2.3 Children will participate in group goals and planning.
- 6.2.4 Children will describe how people affect their environment in negative (litter, pollution) and positive ways (recycling, planting trees).

Standard 6.3: Children begin to notice and acknowledge diversity.

Performance Indicator:

- 6.3.1 Children will begin to identify similarities and differences among people (e.g., gender, race, culture, language, abilities).
- 6.3.2 Children will demonstrate an emerging respect for culture and ethnicity.
- 6.3.3 Children will demonstrate emerging awareness and respect for abilities.

Standard 6.4: Children develop a basic understanding of economic concepts.

Performance Indicator:

- 6.4.1 Children will discuss or dramatize different jobs of people in their community and demonstrate awareness of their responsibilities.
- 6.4.2 Children will demonstrate understanding of beginning concepts of buying, selling and trading.
- 6.4.3 Children will demonstrate understanding of how people, things, and ideas move from one place to another.

Standard 6.5: Children begin to understand how people and things change over time.

Performance Indicator:

- 6.5.1 Children will demonstrate understanding that time and the passage of time can be measured.
- 6.5.2 Children will distinguish the difference between past, present and future events.
- 6.5.3 Children will demonstrate awareness of changes over time.
- 6.5.4 Children will know and follow the established routines of the day.
- 6.5.5 Children will track and talk about changes that take place in their families.

Standard 6.6: Children begin to demonstrate an understanding of basic geographic concepts.

Performance Indicator:

- 6.6.1 Children will identify geographic features of their immediate surroundings (e.g., river, hills, wetland, stream).

6.6.2 Children will begin to learn personal geographic information (your street address, your neighborhood, your city, your country).

6.6.3 Children will demonstrate understanding that maps are tools to help us find where we are and where we are going.

Standard 6.7: Children begin to learn the basic civic and democratic principles.

Performance Indicator:

6.7.1 Children will demonstrate appropriate social interactions that include sharing, compromise and respect for others.

6.7.2 Children will make choices and decisions.

6.7.3 Children will demonstrate an understanding of rules and the purposes they serve.

6.7.4 Children will identify symbols and practices identified with the United States.

Creative Arts:

Movement

Standard 7.1: Children move their bodies with increasing skill to express emotions and rhythms.

Performance Indicator:

- 7.1.1 Children will move their bodies spontaneously to different musical tempos and styles.
- 7.1.2 Children will participate in guided movement activities.

Dramatic Play

Standard 7.2: Children use imaginative play as a vehicle to express life experiences and familiar stories.

Performance Indicator:

- 7.2.1 Children will use dramatic play, costumes, and props to pretend to be someone else; create characters through physical movement, gesture, sound, speech and facial expression.
- 7.2.2 Children will create scenarios, props and settings for original dramatizations and dramatic play.

Art

Standard 7.3: Children explore and gain increasing control over a variety of art media, using them to express their ideas.

Performance Indicator:

- 7.3.1 Children will gain ability to use a variety of media (paint, play dough, clay, etc.).
- 7.3.2 Children will progress in abilities to create drawings, paintings, and models that are more detailed, organized, controlled, and/or realistic.
- 7.3.3 Children will begin to notice and express opinions about artistic products and different techniques; choose artwork for display in the classroom, school or community or for a personal book, class book or portfolio, and explain why they chose it.

Music

Standard 7.4: Children express themselves through music and develop an appreciation for different forms of music.

Performance Indicator

- 7.4.1 Children will listen to and enjoy a variety of music.
- 7.4.2 Children will sing a variety of songs within children's vocal range, independently and with others.
- 7.4.3 Children will use a variety of instruments to create musical sounds.

Physical Development, Health and Safety:

Gross Motor

Standard 8.1: Children move their bodies in ways that demonstrate increasing stamina, endurance, control, balance, and coordination.

Performance Indicator:

- 8.1.1 Children will demonstrate balance and coordination in large-muscle movement: running, hopping, jumping, and galloping.
- 8.1.2 Children will perform activities that combine large-muscle movements with equipment: kicking, throwing, catching, riding a tricycle, climbing a ladder.
- 8.1.3 Children will combine and coordinate large-muscle movements.

Fine Motor

Standard 8.2: Children apply hand, finger, and wrist movements in ways that demonstrate increasing eye-hand coordination, strength, and control.

Performance Indicator:

- 8.2.1 Children will perform fine motor tasks that require small-muscle strength and control.
- 8.2.2 Children will use eye-hand coordination to perform fine motor tasks.
- 8.2.3 Children will use a pincer grip to grasp and manipulate writing, drawing, and painting tools.

Sensorimotor

Standard 8.3: Children use sensory information to guide motion.

Performance Indicator:

- 8.3.1 Children will use what they know about objects' attributes to manipulate them.
- 8.3.2 Children will use their senses to plan and carry out movements.

Health and Safety

Standard 8.4: Children practice behaviors that promote their health and safety.

Performance Indicator:

- 8.4.1 Children will perform basic hygiene and self-help tasks with increasing skill.
- 8.4.2 Children will be aware of and follow health and safety rules.
- 8.4.3 Children will be aware of and follow emergency procedures.
- 8.4.4 Children will begin to understand that foods have different nutritional values.

References:

Early Learning Standards for Children Entering Kindergarten in the District of Columbia: Building a Strong Foundation for School Success and Lifelong Learning. Final: July 2006

Office of the District of Columbia State Superintendent of Education: *Health Education Standards, Arts Standards, Physical Education Standards*